

Dakota STEP Administration

The *South Dakota State Test of Educational Progress (Dakota STEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education requires the annual administration of the *Dakota STEP* to students in grades 3 through 8 and 11. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading and mathematics.

Critical Dates for the Spring 2007 <i>Dakota STEP</i> Administration	
Feb. 26– Mar. 2, 2007	Pretest workshops
March 15–23, 2007	Scheduled delivery of <i>Dakota STEP</i> assessment materials
March 19–23, 2007	Material shortages and requests for additional assessment materials must be ordered through harcourtspectrum.com . <i>Orders placed after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
April 2–20, 2007	<i>Dakota STEP Administration</i>
April 25, 2007	LAST DAY for scorable documents to be picked up by UPS
April 27, 2007	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 1, 2007	Districts receive SAT 10 (NRT) reports (CRT results available online in mid-August)

General questions regarding the administration of the *Dakota STEP* assessment should be directed to
Gay Pickner at 1-605-773-3247 or gay.pickner@state.sd.us.

New for Spring 2007

- New science assessments have been added at grades 5, 8, and 11 to assess the South Dakota Science Academic Content Standards.
- SAT 10 subtests that do not contribute to NRT scores for *Total Reading* or *Total Mathematics* have been eliminated from the assessment. These SAT 10 subtests include *Language*, *Science*, and *Social Science*. NRT scores will only be provided for *Total Reading* and *Total Mathematics*.
- Test booklet page number references have been removed from the student answer documents at grades 4 through 8 and 11. Answer grids are grouped by passage for the *Reading Comprehension* subtest and appear in groups of 5 within the mathematics and science subtests.

Private and alternative-site schools classified as accredited or approved by the South Dakota Department of Education are to administer the *Dakota STEP* assessment. Students who are state-placed or district-placed must be included in the State of South Dakota's Accountability Plan for *No Child Left Behind*. All students are required to be accounted for and included in local districts as appropriate. The cost of testing is covered by the State of South Dakota and a list of private and alternative-site schools is available in Appendix B.

BIA schools will participate in the *Dakota STEP* assessment as required by the Bureau of Indian Affairs. BIA schools are expected to follow the same guidelines as public schools, including keeping tests secure and returning test materials on time. Please review this *Test Coordinator's Handbook* thoroughly to ensure a successful administration of the *Dakota STEP* assessment. A list of BIA schools is available in Appendix B.

Home School and other Non-accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11. The *Stanford Achievement Test Abbreviated Battery, Form D* test materials will be provided by the state and must be ordered through local school districts. For additional information, please refer to the Home School and other Non-Accredited Programs section of this *Test Coordinator's Handbook*. ***Dakota STEP* assessment materials are NOT to be used for Home School and other Non-accredited Alternative Instruction Programs.**

Activities Before Administration

Assessment Materials Provided

- ☐ Grade-specific *Dakota STEP* student test booklets
- ☐ Grade-specific *Dakota STEP Directions for Administering*
- ☐ Grade-specific *Dakota STEP* student answer documents (except for grade 3)
- ☐ Rulers:
 - Large-scale rulers with ISBN number 9998103312 on the package should be distributed to students testing at grade 3 only.
 - Small-scale rulers with ISBN number 9998103320 on the package should be distributed to students testing at grades 4 through 8 and 11.
- ☐ Mathematics reference sheets:
 - *Advanced* mathematics reference sheets are to be distributed to students in grades 7 and 8.
 - *Task 1, 2, and 3* mathematics reference sheets are to be distributed to students in grade 11.
- ☐ Science Periodic Table of the Elements/Science Formula Sheets
 - Distribute to students in grades 8 and 11
- ☐ *Test Coordinator's Kit*, including:
 - Pre-ID labels (may arrive in a separate shipment)
 - Paper bands for securing answer documents
 - Scoring Service Identification (SSID) sheets
 - Master File Sheets
 - *Order for Optional Scoring Service* form
 - UPS shipping labels
 - ORANGE peel-and-stick return labels for scorable materials
 - GREEN peel-and-stick return labels for non-scorable materials

Receive and Inventory Assessment Materials

Verify the contents of the *Dakota STEP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each test administrator and student. An overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, contact the
Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Separate the *Dakota STEP Directions for Administering* for use in your test administrator training sessions. Organize the remaining assessment materials by test administrator group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt Assessment.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Test administrators are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in Appendix A.

Test security agreements and affidavits must be completed prior to the *Dakota STEP* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota STEP* assessment:

1. **Fill in the title of the *Dakota STEP* assessment on the *Test Security Agreement* and the revised *Test Security Affidavit*.**
2. **Review and sign the *Test Security Agreement* for test coordinators.**
3. **Copy and disseminate the *Test Security Affidavit* to all test administrators, and collect the signed documents prior to distributing assessment materials.**

Test coordinators are to enter the date and quantity of assessment materials distributed to and returned from each test administrator on the <i>Test Security Affidavit</i> .

4. **After administration of the *Dakota STEP* assessment, send the original *Test Security Agreement* and *Test Security Affidavits* to:**

Gay Pickner
c/o South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

5. **Retain a copy of the *Test Security Agreement* and each *Test Security Affidavit* for your records.**

Schedule Assessment Dates and Times

Work with building coordinators and test administrators to schedule *Dakota STEP* assessment sessions for your school/division within the statewide administration period of **April 2–20, 2007** (which includes any make-up sessions). Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt Assessment **NO LATER THAN April 27, 2007**.

Approximate testing times are provided for planning purposes only and are included in each of the grade-specific *Dakota STEP Directions for Administering*. Take into consideration that the *Dakota STEP* is a series of untimed subtests and students should be provided with as much time as they need to complete each subtest. It is strongly recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted in the *Directions for Administering* and students' test materials.

Testing Times for Planning Purposes							
Subtest	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Word Study Skills	30 minutes	30 minutes					
Reading Vocabulary	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Reading Comprehension Session 1	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Reading Comprehension Session 2	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Total Reading	3 hours	3 hours	2.5 hours	2.5 hours	2.5 hours	2.5 hours	2.5 hours
Mathematics Problem Solving Session 1	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Problem Solving Session 2	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Problem Solving Session 3	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Procedures	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Session 1							60 minutes
Mathematics Session 2							60 minutes
Mathematics Session 3							60 minutes
Total Mathematics	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	3 hours
Science Session 1			60 minutes			60 minutes	60 minutes
Science Session 2			60 minutes			60 minutes	60 minutes
Total Science			2 hours			2 hours	2 hours
Total Testing Time	7 hours	7 hours	8.5 hours	6.5 hours	6.5 hours	8.5 hours	7.5 hours

Provide Training for Test Administrators

It is your responsibility to provide training for test administrators (and building coordinators) to ensure the successful administration of the *Dakota STEP* assessment. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this *Test Coordinator's Handbook*, and the test administrator's *Dakota STEP Directions for Administering*.

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* prior to your training session(s). Test administrators should review the *Directions for Administering* prior to testing. You may wish to collect the *Directions for Administering* after training and then redistribute the directions prior to testing to ensure that all test administrators receive a copy for the administration. Additional copies of the *Directions for Administering* can be downloaded from the South Dakota Department of Education Web site at: <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>.

The following topics should be reviewed during your training sessions:

- ☐ Ethical testing practices must be maintained during the *Dakota STEP* administration. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.
- ☐ Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a test. In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed
- ☐ Key dates for test administration and returning test materials
- ☐ Informing and preparing students for the test and giving appropriate test locations
- ☐ Pre-ID labels and preparation of student answer documents
- ☐ Providing accommodations for students and new coding procedures
- ☐ Monitoring students during the administration

The *Dakota STEP Directions for Administering* provide test administrators with the following grade-specific information:

- ☐ Assessment materials required for test administrators and students
- ☐ Grade-specific, approximate testing times for planning purposes
- ☐ Guidelines for calculator use on the Mathematics and Science subtests
- ☐ Instructions for completing student demographic information
- ☐ Instructions for organizing, inspecting, and returning student answer documents and assessment materials
- ☐ Instructions for completing SSID sheets (grades 3 through 5)

Student Identification Information

The student demographic information should be completed prior to the administration of the assessment. An example of the *Dakota STEP* student answer document demographic information page is provided for reference on the following page.

[illegible]

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area on the demographic information page. Corrections to preprinted information on the pre-ID label are not permissible.

When information on the label is incorrect, placed incorrectly on the answer document, or if labels are not provided, student information must be completed by hand following the instructions within the *Dakota STEP Directions for Administering*. If a label is incorrectly applied to an answer document, please do not use that answer document. Grid the correct information on a new, unused answer document. The incorrectly labeled answer document should be returned with non-scorable test materials with a note stating “DO NOT SCORE” attached to it.

Prior to applying pre-ID labels to student answer documents, district/school personnel should carefully review the pre-printed information to ensure that all information is correct. Do not apply labels that contain errors. Information on an incorrect pre-ID label will override any handwritten information entered on the demographic page.

Please discard any pre-ID labels for students who participated in the *Dakota STEP-A* assessment. Do not submit a demographic information page for these students.

All students (including those with pre-ID labels) should complete the information in Box 1 of the answer document. This will help test administrators to identify students’ answer documents easily throughout the testing session.

Guidelines for Calculator Use

Students may use permissible calculators on the following subtests:

***Mathematics Problem Solving* grades 4 through 8**

***Mathematics* grade 11**

***Science* grades 8 and 11**

Calculator use is not permitted on the *Mathematics Procedures* subtest at grades 4 through 8.

All students should have access to school-owned or student-owned calculators for use on the appropriate *Dakota STEP* mathematics and science subtests. All students should be familiar with the calculator they are to use on the subtests. Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following **PROHIBITED** list. For models on the **PERMITTED WITH MODIFICATION** list, test administrators will be required to modify some of the features of the calculator before it is used.

The following types of calculators are **PROHIBITED**:

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*

- Calculators built into cellular phones or other wireless communication devices
- Calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys **not** in QWERTY format are permitted.*
- Calculators with built-in Computer Algebra Systems—***Prohibited*** calculators in this category include ***all*** calculators in ***all*** of the following series:
 - Casio CFX-9970G and Algebrax2.0 have built-in Computer Algebra Systems.
 - Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
 - Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material.

The following types of calculators are **PERMITTED WITH MODIFICATION** as follows:

- Calculators with paper tape—*Remove the tape.*
- Calculators that make noise—*Turn off the sound feature.*
- Calculators that can communicate wirelessly with other calculators—*Completely cover the infrared data port with heavy, opaque material.*
- Calculators that have power cords—*Remove all power/electrical cords.*

On the day of testing, test administrators should check each student's calculator to verify that it is a permitted type, and monitor its use to ensure that the student uses a backup calculator only if a primary calculator fails, the student does not share calculators, and the student does not store test materials in the calculator's memory. If a calculator has characters one-inch high or larger, or a raised display, test administrators may seat students where no other student can see the calculator.

Guidelines for Assessment Accommodations

Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure that the *Dakota STEP* assessment results reflect actual student learning. Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during the *Dakota STEP* administration must be planned. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations prior to the first day of testing.

Coding Student Classification and Accommodations

Box 5—CLASSIFICATION

Following the test administration, test administrators are to grid the appropriate classification code(s) (504, IEP, and/or LEP) for students.

Box 6—SUBJECTS FOR ACCOMMODATIONS

Standard accommodations for the *Dakota STEP* test administration are listed on the chart on the following page. Note that some accommodations are standard for both students with disabilities and students who are limited English proficient (LEP), while other accommodations are only permissible for one student classification and/or subject area. Each accommodation, numbered 1 through 20, corresponds to Box 6 of the demographic information page. **Following the test administration, test administrators or case managers are to grid the corresponding circle(s) for each accommodation provided for each content area.**

Each accommodation is numbered 1 through 20 and corresponds to Box 6—SUBJECTS FOR ACCOMMODATIONS on the demographic information page of students' answer documents.

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud, including audiotape/cd and assistive technology (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Assessment of Limited English Proficient Students

All identified limited English proficiency (LEP) students in grades 3 through 8 and 11 must participate in the *Dakota STEP* assessment (Title I, Part A, Section 1111 of the *No Child Left Behind Act of 2001*).

Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for 3 or more consecutive school years. If a student has fewer than 3 consecutive school years in the United States, the student should take the assessment in the language and form most likely to yield accurate data. In South Dakota, students are provided accommodations, as the *Dakota STEP* is only provided in English.

LEP students in their first year of enrollment in a school in the United States are not required to take the *Dakota STEP Reading* subtests if these students have participated in the annual *Dakota English Language Proficiency (Dakota ELP)* assessment. Participation in the *Dakota ELP* assessment will constitute participation in *Dakota STEP Reading* for purposes of determining Adequate Yearly Progress (AYP). Students who enroll for the first time in a school in the United States after the testing window for *Dakota ELP* annual progress has ended will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

LEP students in their first year of enrollment in a school in the United States are required to take the *Dakota STEP mathematics* assessment, indicating participation for AYP determination. The results of the mathematics assessment for LEP students in their first year of enrollment in a United States school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

It is possible for a student classified as limited English proficient to be enrolled in a district or building that does not provide Title I services. The identified student must still be provided services that meet his or her unique individual educational needs and be included in the state's testing program. (The provision of individual educational needs does not mean that the student must be enrolled in a "special education" program. That is a separate identification and service delivery process).

Assessment Accommodations for LEP Students

Test coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the *Dakota STEP* assessment, districts should determine each LEP student's need for special accommodations that are most likely to yield accurate and reliable information on what the student knows and can do in the subjects tested. Such determinations should be made by LEP teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis.

Listed below are some general guidelines for LEP teams to consider in determining accommodations for individual students:

- The student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- The student's ability to comprehend and appropriately respond to standard test items written in English

- The language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- Timing or pacing variations that may assist in English comprehension
- Responsive variations that may minimize English-language limitations
- Encoding or decoding assistance, including interpreters or translators

If it is determined that an LEP student will participate in the *Dakota STEP* assessment with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. A student's LEP team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file. Assessment accommodations that an LEP team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, and other accommodations based on the student's needs.

Questions regarding the provision of accommodations for LEP students should be directed to
Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us.

Assessment of Students with Disabilities

The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and districtwide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the student to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *Dakota STEP* assessment under the standardized conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate in the *Dakota STEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If it is determined that a student with a disability cannot participate in the *Dakota STEP* assessment with standard accommodations and the student meets the significant cognitive disability criteria, the student must be assessed utilizing the *Dakota STEP-A* (Alternate Assessment). The IEP team must document their decision in the student's IEP.

Detailed information regarding accommodations can be found in the South Dakota Accommodations Manual found at: <http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>

Questions regarding the provision of assessment accommodations should be directed to
Linda Turner at 1-605-773-6119 or linda.turner@state.sd.us

Assessment Accommodations for Students with Disabilities

When selecting accommodations for state assessments, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or non-approved accommodations (Thurlow & Wiener, 2000). Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school or district's testing practices

Ensure that students have ample time to learn to use instructional and assessment accommodations before the *Dakota STEP* administration. Accommodations should be in place at least 5 weeks prior to test administration.

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.

Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- **Braille and large-print (18-point text)** versions of the *Dakota STEP* test booklets and enlarged answer documents are available for students who are visually impaired. Test materials will be sent separately to examiners administering Braille and/or large-print versions of the test based on district orders provided to the South Dakota Department of Education in December 2006. If further needs for such accommodations are identified, requests for Braille and large-print test versions should be communicated to **Linda Turner at 1-605-773-6119 or linda.turner@state.sd.us**.
- **Sign-language interpreters** may assist in test administration by giving directions and clarifying information as provided in the *Directions for Administering*. Students who are deaf or hearing impaired may have the *Dakota STEP* administered individually.
- **Talking calculators** may be used as long as the student is tested individually or with the use of headphones.
- **Readers may only be provided when identified on a student's IEP or Section 504 Plan** to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflecting their impairment. For example, allowing a student with dyslexia to have word problems read to him or her during the mathematics subtest is an appropriate accommodation for this student because math skills, not reading, are being assessed. However, reading the *Reading Comprehension* test passages to this same student would be an inappropriate accommodation. **Reading the *Reading Comprehension* test passages aloud creates a listening comprehension test and is not permitted.** Reading the *Reading Comprehension* test questions aloud to the student is permissible. In addition, the *Word Study Skills* subtest (at grades 3 and 4) may not be read aloud to students.

Test coordinators should ensure that test administrators, teachers/aides, and anyone who participates in the administration of the *Dakota STEP* assessment each signs a *Test Security Affidavit*. This includes staff and aides involved with assessment accommodations for students with disabilities.

Guidelines That Apply to Readers

Qualifications

- Readers should be able to read clearly and at a normal pace, with good English pronunciation.

- Readers should be familiar with the vocabulary used in the test.
- Readers should be willing to be patient and repeat directions and questions.
- If the reader is also the scribe, qualifications for both roles are required.

Before Test Administration

- Readers must ensure that all students understand what is expected of them when readers read test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test.
- Become familiar with the terminology used in the test.
- Ensure that the *Reading Comprehension* passages and the *Word Study Skills* subtest (at grades 3 and 4) are not read aloud, which would invalidate scores.
- Review guidelines in reading mathematical expressions and numbers (“2,349” should be read “two-comma-three-four-nine”).
- Administrators should make sure the reader is given ample access to water.

During Test Administration

- Do not alert the student of mistakes during testing.
- Do not prompt the student in any way that would result in a better response.
- Do not influence the student’s response in any way.
- Do not paraphrase, clarify, elaborate or provide assistance.
- Do read all words that appear on the page.
- Do read all directions, including sample questions.
- If asked to repeat a question, one must repeat the entire question so as not to identify only important aspects.
- Administration can be recorded to ensure validity or for playback when students want questions repeated.
- Do emphasize words printed in boldface, italics, or capital letters.
- Do spell any words requested by the test taker.
- Always read all answer choices before accepting an answer.
- Avoid voice inflection, which may be seen as a clue.

After Test Administration

- Do not discuss test items or responses with others.
- Participate in the evaluation process.

Guidelines that Apply to Sign-Language Interpreters**Qualifications**

- A student’s teacher should not be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.
- Sign-language interpreters should be able to translate in the same method of sign language typically used by the student.
- A standard video presentation of the test in sign language is recommended to increase accuracy, consistency, pacing, and quality.

- If the sign-language interpreter is also the scribe, qualifications for both roles are required.

Before Test Administration

- Interpreter services need to be arranged prior to the test day.
- Under secure conditions supervised by the principal, sign-language interpreters may review test materials prior to test administration in order to become familiar with the test instructions, the terminology used in the test, and to prepare accurate interpretations of test materials.
- The room in which sign-language interpreters sign the test must be well lit.
- One sign-language interpreter should be assigned to each student for the entire assessment.
- The student and sign-language interpreter should each have a copy of the test and should practice signing and reading before the test.
- Ensure that the *Reading Comprehension* passages are not signed, which would invalidate the score.
- Discussions with interpreters and test proctors should occur with the student present.

During Test Administration

- Do not alert the student of mistakes during testing.
- Do not prompt or attempt to influence the student's response in any way.
- Do not define words for students, provide context, or teach vocabulary or concepts during testing.
- Allow the student to take notes.
- Administration may be videotaped to ensure validity or for playback when students want questions repeated.
- Graphic materials may be described but should be available in print or tactile format.
- The interpreter may not paraphrase, clarify, elaborate, or provide assistance.

After Test Administration

- Do not discuss test items or responses with others.
- Participate in the evaluation process.

Response accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- **Transcription of Student Responses**

This accommodation is available for students who are unable to mark their answers on the regular-print *Dakota STEP* answer documents.

- School personnel must grid students' verbal responses to multiple-choice items on the regular-print *Dakota STEP* answer documents.
- School personnel must transcribe students' responses marked in the test booklets and/or on the large-print answer documents to the regular-print *Dakota STEP* answer documents.

Guidelines that Apply to Scribes

Qualifications

- Scribes should have demonstrated experience in scribing.
- If the scribe is also the reader, qualifications for both roles are required.

Before Test Administration

- Practice the art of transcribing dictated responses.
- For an accuracy check, scribes may record the session on audiotape or videotape for playback.

During Test Administration

- The student should read questions to himself/herself (unless “read aloud” is an accommodation).
- For the multiple-choice test, the student may respond orally, mark answer choices in the test booklet, point to answer choices in the test booklet, utilize cards labeled “a, b, c, d,” etc.
- Scribes may not question or correct student choices.
- Scribes should not coach a student on the meaning or spelling of a word.

After Test Administration

- Final transcription of a student’s responses to the scorable answer document should be checked against recording and/or verified with a test administrator.
- The tape should be given to the proper administrator following recorded sessions.
- The student’s scores should be cancelled if scribing is inappropriately performed.
- Do not discuss test items or responses with others.
- Participate in the evaluation process.

Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.

- **Test Individually**

Students may be tested individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. If it is likely that a student will be easily distracted or disruptive during the test administration, it would be appropriate to test that student individually. If a student becomes disruptive unexpectedly during testing, it is permissible to remove the student from the test setting so that other students may proceed with the test undisturbed. The disruptive student should be calmed down and the test continued separately whenever possible.

- **Home/Hospital**

If a student on an IEP or 504 Plan is unable to participate in the assessment at the school, it is acceptable to send school personnel to the student to administer the test.

- **Environmental Modifications**

Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, chairs, slant boards). Students may be tested using special lighting, amplification, or noise-buffering devices as necessary as employed for classroom instruction and as outlined in their IEPs.

Timing and scheduling accommodations increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- **Time of day most beneficial to students**

Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication). It is permissible to test at a time that is most beneficial to the student.

- **Frequent breaks within a subtest**

If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during breaks that are provided.

Administering the *Dakota STEP* Large-Print Version

Large-print versions of the *Dakota STEP* test materials are available for visually impaired students whose IEPs call for such test materials. The large-print test booklets are enlargements of the regular-print test booklets that are produced in black and white. No changes have been made to the items or to the number of items. However, when necessary for clarity and readability, the art has been adapted or revised.

There are no separate norms for interpreting the scores of students who are administered large-print versions of the *Dakota STEP* assessment. The standard published norms are used. Reports resulting from the administration of the large-print versions will be identical to all other South Dakota School Testing Program reports.

The large-print versions of the test will be sent to each district that requested large-print test materials. For each large-print test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

The large-print test booklets are assigned a security number for inventory purposes. Like all other test forms, the large-print versions must be kept secure in a locked area when not in use. Test administrators must sign the *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate large-print test booklets to each building. The shipment will include one copy of procedures for each large-print test. If the correct number of large-print tests is not received, contact the Harcourt Customer Support Center at 1-800-763-2306.

Students testing with the large-print versions should have sufficient work space to accommodate an open 11" × 17" test book and/or answer document. Special consideration should also be given to lighting conditions for low-vision students.

In most cases, a student's sight/vision disability precludes his/her ability to use a regular-print answer document. The test administrators and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the large-print test booklet or large-print answer document with a pencil, pen, crayon, or respond in typewriting. After testing is complete, the test administrator must transcribe the student's responses to a regular-print *Dakota STEP* answer document.
- If a student is tested individually, he or she can respond orally to the test administrator, who should mark the student's responses on a regular-print *Dakota STEP* answer document as the test is administered.

Test administrators must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *Dakota STEP* answer document.

Administering the *Dakota STEP* Braille Version

Braille versions of the *Dakota STEP* test materials are available for students whose IEPs call for such materials. Items that cannot be Brailled without modifications have been identified and either eliminated due to practical necessity or revised in order to make translation possible. Raw score to scaled-score conversions have been developed ONLY for the tests in which some of the original items were deleted. The scaled scores for the remaining tests are determined using the same tables that are used for regular scoring.

The Braille versions of the *Dakota STEP* assessment will be sent to each district that requested Braille testing materials during the state collection of enrollments in December of 2006. For each Braille test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

All volumes of each Braille test are packaged together and assigned a security number for inventory purposes. Like all other test forms, the Braille versions must be kept secure in a locked area when not in use. Test administrators must sign a *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate Braille test booklets to each building. The shipment of test materials will include one copy of procedures for each Braille test. If the correct number of Braille tests is not received or if there is a problem with the security number assignments, contact the Harcourt Customer Support Center at 1-800-763-2306.

Before beginning each subtest, test administrators should provide students with all materials and equipment needed for testing (e.g., low-vision aids, slate and stylus, Cranmer modified abacus, Braille writers/typewriters). The test administrator should have available Braille paper, typing paper, pens, pencils, crayons, and place holders.

In most situations, a student's sight/vision disability precludes the ability to use a regular-print answer document. In such cases, the test administrator and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the Braille book with a pencil, pen, or crayon. The student may respond in handwriting, typewriting, or Braille. When the student completes the test, his or her answers must be transcribed to a regular-print *Dakota STEP* answer document. The test administrator must ensure that the transcribed responses are in direct correlation to the question being answered.
- A student may be tested individually in a setting where an oral response can be given to the test administrator. In such cases, the test administrator will mark the student's responses directly on a regular-print *Dakota STEP* answer document.

The response to each question must be marked on the corresponding answer grid of a regular-print *Dakota STEP* answer document.

The answer grids for items omitted from the Braille version should remain blank.

Test administrators must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *Dakota STEP* answer document.

Braille and Large-Print *Dakota STEP* Test Materials

The Braille and large-print test materials must be returned to the test coordinator separately from the regular test materials after testing is complete. The test coordinator should check the inside of each Braille and large-

print test booklet to ensure that the regular-print, scorable answer document has been removed. The scorable, regular-print answer documents transcribed for students testing with the Braille or large-print versions of the Dakota STEP test materials should be placed on top of the stack of scorable, regular-print answer documents (by classroom or grade) and included in the NUMBER OF DOCUMENTS section of the SSID sheet.

BRaille AND LARGE-PRINT TEST MATERIALS

ALL Braille test booklets, large-print test booklets,
and large-print answer documents should be returned to

Yardley Poché, Program Coordinator

c/o Harcourt Assessment

19500 Bulverde Road

San Antonio, TX 78259

Distribute Assessment Materials to Test Administrators

Test coordinators are to maintain an accurate record of assessment materials distributed to each test administrator. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Directions for Administering*. Distribute the SSID sheets and paper bands to building coordinators and/or test administrators for use in organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in Appendix A to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration**Collect Assessment Materials**

Collect all scorable student answer documents and all assessment materials from building coordinators and/or test administrators. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Answer Documents

Organize the scorable documents by building. As you organize the student answer documents, ensure that:

- ☐ The students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tipped pens cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- ☐ The answer documents are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by test administrators or students.
- ☐ The student information that is written above the circles in each box of the answer document is accurately gridded below the information.

- ☐ The Student Number section is completed and fully gridded on every answer document without a pre-ID label.
- ☐ Completed scorable answer documents have been received from ALL test administrators and/or building test coordinators.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets


Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of answer documents to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Dakota STEP* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

SIDE 1:	
(A) GRADE	Print the grade
(B) TEACHER, COUNSELOR OR GROUP	Print the name of the Teacher (grades 3, 4, & 5).
(C) GRADE	Fill in the circle for the grade.
(D) NUMBER OF DOCUMENTS	Fill in the total number of answer documents for the particular group (class for grades 3–5 and building for grades 6–8 & 11). Number must be right-justified; enter leading zeros.
(E) SCORING CENTER USE	HOME SCHOOLS ONLY Grid “8” in columns 1, 2, and 3.
(F) SCORING CENTER USE	ALL OTHER NON-ACCREDITED Grid “9” in columns 1, 2, and 3.
SIDE 2: (Grades 3 through 5 classrooms ONLY)	
(G) IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE	Fill in this circle.
(H) TEACHER, COUNSELOR, OR GROUP NAME	Print name in boxes then fill in circles under each letter.

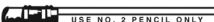
Sample of a Pre-filled SSID Sheet (SIDE 1)

SIDE 1



SCORING SERVICE IDENTIFICATION SHEET
FOR USE WITH NCS DOCUMENTS
UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.

C  **B**

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM _____

CITY _____ STATE _____

SCHOOL _____

GRADE _____ IF APPLICABLE TEST DATE(S) _____

TEACHER, COUNSELOR OR GROUP _____ IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE MARK ONLY ONE	SCHOOL NAME																			
PRE-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(USE ONLY WITH PUBLISHER'S ADVICE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNGRADED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTIS-LENNON SEPARATE DOCUMENTS TAKEN?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NUMBER OF DOCUMENTS
PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

SCHOOL CODE (optional)

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

FOR SCORING CENTER USE

1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

CALCULATOR NORMS

☐ YES ☐ NO

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TPC 81540 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E
015-4778-07-9
81540 02

P806

Sample SSID Sheet (SIDE 2)

SIDE 2

G

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.

FOR SCORING CENTER USE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

H

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R								

Grades 3 through 5

Test administrators are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' answer documents, paper-banded together, with an SSID sheet on top.

Test coordinators are to verify that each test administrator has completed an SSID sheet for each classroom and that an SSID sheet for each classroom is on top of the stack of answer documents for that classroom within the paper band. Verify that the NUMBER OF DOCUMENTS section is completed on each SSID sheet. Organize the answer documents for each classroom so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Check that different classroom groups (grades 3 through 5) are NOT paper-banded behind a single SSID sheet. Enter the total number of classroom groups for each grade and the total number of answer documents for each grade within each building on the Master File Sheet.

Grades 6 through 8 and 11

Test administrators are to complete the information on the paper band and return their students' answer documents.

Test coordinators are to total the number of answer documents returned from ALL test administrators by grade and complete one SSID sheet for the total number of answer documents for each grade within each building. Ensure that the NUMBER OF DOCUMENTS section is completed on the SSID sheet. Place the SSID sheet for each grade on top of the stack of answer documents within the paper band. Organize the answer documents for each grade so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Enter the total number of answer documents on the Master File Sheet.

Verify and/or complete the SSID sheets ensuring the following:

- ☐ The school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet.
- ☐ The appropriate grade section has been gridded.
- ☐ Each SSID sheet has the correct number of documents entered and gridded.
- ☐ All paper-banded bundles have completed information on the paper band.

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 3, grade 4, and grade 5 classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet. Add the total number of documents present in all groups and enter the total number of answer documents to be scored under the "Number of Documents" column on the Master File Sheet.

Enter the total number of grades 6–8 and 11 groups for each building using only one SSID sheet. Enter "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total

number of answer documents present in all paper-banded bundles for each grade under the “Number of Documents” column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter “0” on that line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the “Total” line.

Retain a copy of the completed Master File Sheet for your records.
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An example of a completed Master File Sheet is provided on the following page.

Example of a *Dakota STEP* Master File SheetHarcourt Assessment
Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAINABERDEEN
Telephone: (605) 555-1212Number of paper-banded
bundles of answer documents

SD 12345

Total number of answer documents.
Verify the total **NUMBER OF DOCUMENTS** entered on SSID sheet with **actual count of student answer documents**.

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	03	3	25
		04	3	23
		05	4	32
		06	0	0
2600110	FUN HIGH	07	0	0
		08	0	0
		11	1	33
2600111	FUN MID	06	1	32
		07	1	32
		08	1	33
TOTALS:			14	210

Total entries in
both columns.

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Complete the *Order for ON-GRADE Optional Scoring Services (OSS) Form*

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services (OSS) form*.

The completed OSS form should be attached to the Master File Sheet and returned in Box 1 of the scorable test materials.

Districts will automatically receive the following NRT score reports:

- ✓ Student Reports with Narrative
- ✓ Student Record Label
- ✓ Home Report
- ✓ Master List of Test Results
- ✓ Master List Summary
- ✓ Administrator's Data Summary
- ✓ Group Report
- ✓ Disaggregated Group Report
- ✓ Item Analysis Summary Report

Additional score reports can be ordered at the district's expense by completing the order form for ***ON-GRADE Optional Scoring Services (OSS)*** for OPTIONAL REPORTS or SERVICES for *Stanford Achievement Test Abbreviated Battery*.

Optional services may be ordered on the ON-GRADE OSS form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorizing signature before reports can be released.

The *Order for ON-GRADE Optional Scoring Services (OSS)* form for the *Dakota STEP* assessment is included in your *Test Coordinator's Kit* and available on the following pages for reference.

Retain a copy of the completed ON-GRADE OSS form for your records.

SOUTH DAKOTA TESTING PROGRAM

Order Form for ON-GRADE Optional Scoring Services (OSS)

Stanford 10 - 2007

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please check the appropriate box(s) below and enclose the original OSS form attached to the *District Master File Sheet* in Box 1 of the *Dakota STEP* scorable materials shipment. Retain a photocopy for your files. Follow the instructions for organizing, packaging, and shipping machine-scorable answer documents as outlined in Tab 6 of the *Test Coordinator's Handbook*. All machine-scorable documents for grades 3, 4, 5, 6, 7, 8, and 11 must be included in one shipment to prevent possible delays in processing.

District _____

OPTIONAL REPORTS or SERVICES for *Stanford 10* Abbreviated Test Results are requested:

☐ **YES** - Mark this box if you have ordered optional reports or services. See selected reports on the following page. Prices for these services are listed on the Optional Scoring Services Price Sheet.

☐ **NO**

.....
Fill in the following information if you marked YES above.

DISTRICT INFORMATION:		
_____ Phone Number		
_____ District Test Coordinator		
_____ Name of School District		
_____ Street Address (No P.O. Box Number Please)		
_____ City	_____ State	_____ Zip

SEND INVOICE TO:		
_____ Name of School District		
_____ Address		
_____ City	_____ State	_____ Zip
_____ Purchase Order Number*		
_____ Authorized Signature		_____ Date

*NOTE: When ordering Optional Scoring Services, the Scoring Center requires a Purchase Order number or an authorizing signature before reports can be released.

NOTE: Attach this ON-GRADE OSS form to the <i>District Master File Sheet</i> and place both at the top of Box 1 of the <i>Dakota STEP</i> scorable test materials shipment.				
For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program SD00n	Est. N-Count	Edit Number	Cart Number

999-8578-94-9

Districts – please continue on to next page

SOUTH DAKOTA TESTING PROGRAM
Stanford Achievement Test Abbreviated Battery:
NRT OPTIONAL REPORTS FOR ON-GRADE

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please mark the box(s) for the optional report(s) you wish to order. If there are options offered with the report you are ordering, make sure to circle the appropriate option.

<p>Student Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB</p> <p><input type="checkbox"/> CD ROM</p> <p>*Will contain NRT data ONLY</p>	<p><input type="checkbox"/> Ranked List of Scores</p> <p>Circle only one choice for ranking order:</p> <p style="text-align: center;">High to low Low to high</p> <p>Circle only one choice for grouping:</p> <p style="text-align: center;">Class School District</p> <p>Circle the appropriate choices below.</p> <p style="text-align: center;">Stanford Scores: N/PR-S, N/NCE, and SS</p> <p>If no options are circled, the Ranked List will be produced as follows: High to Low, Ranked on Total Reading, Total Math; and grouped by school.</p>
<p>Summary Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB</p> <p><input type="checkbox"/> CD ROM</p> <p>*Will contain NRT data ONLY</p>	<p><input type="checkbox"/> Add Lexile Score to the Student Report in the STEP NRT package of reports.</p> <p><input type="checkbox"/> Add Lexile Score to the Home Report in the STEP NRT package of reports.</p> <p>For more info on Lexiles, go to www.Lexile.com</p>
<p>2nd Copy of Reports</p> <p><input type="checkbox"/> Student Report with Narrative</p> <p><input type="checkbox"/> Include Lexile score</p> <p><input type="checkbox"/> Group Report</p> <p style="padding-left: 20px;"><input type="checkbox"/> Class</p> <p style="padding-left: 20px;"><input type="checkbox"/> School</p> <p style="padding-left: 20px;"><input type="checkbox"/> District</p>	

Prices for these services are in effect January 1, 2007, and are listed on the attached sheet for your reference.

Stanford Achievement Test Abbreviated Battery:

Here are the 2007 prices for the Optional Reports/Services you have requested above.

Student Data Disk/CD*	\$1.08 per student
Summary Data Disk/CD*	\$1.08 per student

*Will contain NRT data ONLY

Student Report with Narrative without Lexile score, 2nd copy	\$1.40 per student
Student Report with Narrative with Lexile score, 2nd copy	\$1.90 per student
Group Report, 2nd copy	\$.86 per student
Ranked List of Scores	\$1.40 per student

Adding the Lexile Measure Score to the Student Report in the package of NRT reports provided by the state.	\$.50 per student
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Adding the Lexile Measure Score to the Home Report in the package of NRT reports provided by the state.	\$.50 per student
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Organize *Dakota STEP* Test Materials

SCORABLE *Dakota STEP* Answer Documents

Test coordinators must return ALL scorable *Dakota STEP* answer documents as soon as possible after testing is complete **to arrive at Harcourt Assessment NO LATER THAN April 27, 2007. Failure to ensure your materials are returned to Harcourt Assessment by April 27, 2007, may result in significant delays of your district and state data. Please be sure you have arranged for pick-up of your *Dakota STEP* scorable materials by April 25 to allow receipt at Harcourt Assessment by April 27.**

Be sure to include the following documents paper-banded with SSID sheets by classroom or grade:

- completed scorable grade 3 test/response booklets, including test/response booklets transcribed for students assessed with the Braille and large-print versions
- completed scorable answer documents for grades 4 through 8 and 11, including answer documents transcribed for students assessed with the Braille and large-print versions

Scorable answer documents should be returned to Harcourt Assessment using **UPS “2nd-Day Air”** and **ORANGE “Scorable Test Materials”** labels. A Master File Sheet must be included with each shipment of scorable materials.

NOTE

Scorable answer documents must be sent as a SINGLE SHIPMENT
from each district to the Harcourt Scoring Center.

Do NOT mix SCORABLE documents with NON-SCORABLE test materials.

NON-SCORABLE *Dakota STEP* Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt Assessment using **UPS “GroundTrak”** and **GREEN “non-scorable”** labels:

- unused grade 3 test/response booklets
- *Dakota STEP* regular-print test booklets for grades 4 through 8 and 11
- *Dakota STEP Directions for Administering* (all grades)
- unused answer documents

ALL used/unused Braille test booklets, large-print test booklets, and
large-print answer documents should be packaged in separate cartons and returned to:

Yardley Poché, Program Coordinator
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Return SCORABLE *Dakota STEP* Answer Documents

The *Dakota STEP* answer documents should be packed by school and grade in the order in which they are listed on the Master File Sheet—the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment. If optional scoring services are requested, the completed ON-GRADE OSS form should be attached to the Master File Sheet in Box 1 of the shipment of scorable *Dakota STEP* answer documents.

When packing scorable answer documents for return to Harcourt Assessment, use boxes in which the answer documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt Assessment. To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt Assessment, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape the cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam “peanuts,” as these will damage the answer documents.

Pre-paid UPS shipping labels as well as ORANGE and GREEN Harcourt Assessment return labels are provided in your *Test Coordinator’s Kit*. The UPS labels have been preprinted with the delivery address of Harcourt Assessment’s Scoring Center and your district’s information.

Affix the “2nd-Day Air” UPS label(s) and the ORANGE “South Dakota Stanford 10/ *Dakota STEP* Statewide Assessment” return label(s) on the box(es) of MACHINE-SCORABLE answer documents. Complete all information on the ORANGE label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

**Place the ENVELOPE(S) containing SAT 10 scorable answer documents
from Home School and other Non-Accredited Programs
in Box 1 of your shipment of *Dakota STEP* assessment materials.**

Refer to additional information and instructions in the *Stanford Achievement Test* for
Home School and Non-Accredited Programs section.

Return Non-Scorable *Dakota STEP* Assessment Materials

Non-scorable test materials may be shipped (packaged separately) at the same time as scorable materials or at a later date within 2 weeks following the conclusion of testing.

The following non-scorable secure test materials must be returned to Harcourt Assessment after the administration:

- all UNUSED grade 3 *Dakota STEP* test booklets
- all USED and UNUSED *Dakota STEP* test booklets for grades 4 through 8 and 11
- all *Dakota STEP Directions for Administering*
- all UNUSED *Dakota STEP* answer documents

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/school level.

Affix the **“GroundTrak” UPS label(s)** and the **GREEN** “South Dakota Stanford 10/ *Dakota STEP* Statewide Assessment” return label(s) to the box(es) of non-scorable test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *Dakota STEP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator’s Kit*. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS at least 2 days in advance of desired pick-up date:

1-800-214-0391

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays.

Thank you for your time and effort ensuring the successful administration of the *Dakota STEP* assessment.